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ABSTRACT

Detailed practical information is provided in this guidebook describing the services and resources needed to increase the participation of rural minority women in training for non-traditional jobs. Designed for use by a variety of organizations (women's clubs, service organizations, government agencies, and vocational/technical schools), the manual covers program development stages from initial planning to evaluation. Chapter I discusses program design, staffing requirements, and the process of locating and equipping an office. Chapter II lists sources of information for determining career trends in the target area, locating job training opportunities for women, and protecting women's job rights. Chapter III identifies services typically needed, i.e., recruitment, counseling, job placement, training program placements, and referrals. Chapter IV describes promotional and fund raising activities and lists specific steps for using the media and personal appearances to gain community support. Techniques for fund raising cover private foundations, charities, government agencies, and a variety of community-based projects. A bibliography of 24 entries lists sources of information about traditional and non-traditional job and educational opportunities for women, with emphasis on rural and minority groups. (JH)

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PLACING RURAL MINORITY WOMEN IN TRAINING SITUATIONS FOR NON-TRADITIONAL JOBS

Federation of Southern Cooperatives
Rural Women's Opportunity Center

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PLACING RURAL MINORITY WOMEN IN TRAINING SITUATIONS FOR NON-TRADITIONAL JOBS

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Federation of Southern Cooperatives
Rural Women's Opportunity Center

Women's Educational Equity Act Program
U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
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MAY 9 1980

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PREFACE

The Federation of Southern Cooperatives is a regional service, resource, and advocacy organization for 30,000 low income families, affiliated with over 100 cooperatives and credit unions, in rural areas in eleven Southern states. The Federation is working daily on a comprehensive rural community development effort nurtured from the grassroots.

The Federation is concerned not only with ameliorating the economic hardships of poor and minority people but also with changing the total environment of people including the social, cultural, educational, political and general situation of oppression of rural poor people. One continuing problem the Federation has sought to address is the triple discrimination and deprivation of rural-poor-minority women who are among the most oppressed and neglected groups in our society.

Through the FSC's Rural Women's Opportunity Center Program, made possible with grant funds from the Women's Educational Equity Act Program, we began to address some of the problems of rural poor and minority women. The program provided many lessons and problems in the quest for opening non-traditional educational and employment opportunities for rural women. With this guide, we hope we can help other groups and organizations wishing to start similar programs to avoid some of our mistakes and learn from our limited successes.

Our effort and struggle continue...

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Introduction

The FCS Rural Women's Opportunity Center has prepared this manual for use by organizations and individuals that wish to develop and implement an outreach program for the purpose of locating, recruiting, and placing rural minority women in training situations for non-traditional occupations. The purpose of this guidebook is to describe the kinds of services that are needed in order to increase the participation of rural minority women in training for non-traditional jobs and the resources needed to make it possible to deliver those services.

This manual may be used in a variety of ways and by a variety of organizations and agencies including women's clubs, church groups, community-based organizations, social and civic clubs, lodges, service organizations, government agencies, and vocational/technical schools. Some of these organizations and agencies may already have resources to expand their services; others may need to develop resources in order to deliver services to the community.

The techniques developed by RWOC have been field-tested by staff. The techniques described herein have been adequate for the most part. Unsuccessful techniques have been indicated as well. The project has been successful in locating unemployed rural minority women and in placing them in training for non-traditional jobs. Our success in placing women in non-traditional jobs did not meet our expectations. Although women possessing non-traditional skills can find employment with some firms, it is still true that there are stiff barriers to their employment in the form of negative attitudes held by employers toward women working in non-traditional jobs. Even more prevalent is the problem of racial discrimination in the work place. The final solutions to these barriers appear to be ones that must be sought through the use of our judicial system, though we must be ready and able to motivate women to initiate these actions.

The need for projects similar to the Rural Women's Opportunity Center is great. Minority women and girls can increase their potential in the labor market if they have been informed about training for non-traditional jobs and have pursued that training. When individuals can raise their incomes they can upgrade their lives and their communities. The task is not a difficult one. Many rural minority women are eager to hold jobs that have been termed non-traditional but need institutional support. Our tasks will become simpler once we have educated the public that women can and do hold non-traditional jobs with success.

1. HOW TO BEGIN YOUR PROJECT

There are a number of functions and preparations that must be completed before your project can begin. If these are done well your project stands a good chance of being a successful one. An important point to remember is to match the services you wish to render with your human and financial resources.

Planning

The planning phase of a project is essential. There are many texts devoted to this subject and you should consult your library for one if your project is complex and involves many people working together.

All of these questions should be answered as you define the scope of your project.

- Why is the project needed?
- Who is the target population that will receive the services? mothers, girls, women, members of a church, residents of a county, residents of a community, children or organization members...
- What are the immediate and long-range needs of the target population in regard to seeking employment in non-traditional fields?
- What services will be offered? tours, workshops, counseling, everything in the book?
- Who will deliver the services? volunteers, part-time staff, full-time staff...
- Where will services be delivered? schools, church, homes, office...
- When will the services be delivered? daily, monthly, annual activities...
- How will services be financed? fees, funds to be raised by the organization...
- How many people will be served? 10 or 10,000...
- How will the clients be located...

Once you are able to answer these questions you will be able to set forth your project plan.

Develop your plan in a manner that will allow you to evaluate it at regular intervals. Set down objectives along with a time frame for each objective as well as how it will be accomplished and who will accomplish each task.

A sample of what your plan may include might look like this:

OBJECTIVE	TIME FRAME	HOW	WHO
Hire three outreach workers	Sept. 1 - Sept. 5	Screen applications, interview applicants, make selections	Fannie Rice
Recruit 75 clients for apprenticeship placements	Nov. 1 - Dec. 15	Door-to-door community hang-outs	Mary Hamilton
Organize conducted tour of Twin City Vocational School	Dec. 15 - Jan. 15	Recruit participants, make travel arrangements, make tour arrangements	Flora Johnson
Organize and conduct workshop on "Recognizing Discrimination in the Work Place"	Jan. 15 - Feb. 10	Recruit participants, locate workshop leaders, make housing arrangements for workshop, develop workshop materials	Maurice Anderson

A good plan can be easily evaluated. The project director can tell if things are on the right track on a regular basis and corrective measures can be taken when needed.

Staffing the Project

Staffing the project is a step that should not be taken lightly, nor should it frighten you. At this phase of your project, you will already have determined what it is that you want to do [The Scope of Work], how you want it done [The Plan of Operation], and how much it will cost to do it [The Budget].

Volunteers may be used to staff your project in some cases. Do not accept a volunteer simply because s/he has volunteered. Apply the same standards that you would use if you were offering a salary. The staff should reflect the racial and ethnic groups in the community. Both paid and volunteer staff should have minority individuals in policy and decision-making positions.

JOB DESCRIPTIONS can be developed from the information you already have. They should include:

- •Line of Authority
- •Job Title
- •Qualifications
- •Salary Scale
- •Duties and Responsibilities

The qualifications for each position should reflect what is needed to get the job done. Therefore, we recommend that you list the duties and responsibilities of each position before determining the qualifications. Then rate the importance of:

- •Education
- •Written and Verbal Skills
- •Special Skills
- •Work Experiences
- •Community Involvement
- •Other Qualifying Factors

RECRUITING PERSONNEL that possess the qualifications needed to implement your project can be done through the following means:

- •Radio Announcements
- •Letters to personnel officers of other organizations
- •Newspaper Advertisements
- •Inquiries to the State Employment Office
- •Inquiries to school counselors
- •Inquiries to individuals

During this process you will send out application forms to persons expressing an interest in working with your project. Include on the form enough questions to determine if the applicants are qualified to do the job. Don't load the form with questions that have no bearing on the job responsibilities. Include a deadline date and ask for references.

SCREENING APPLICATIONS is important so that you will interview only those persons that meet your qualifications. Notify them of the interview time, date, and place.

Select person(s) to conduct interviews and draw up a list of questions to be asked each applicant. If a panel is selected to interview persons, it may be feasible to hold all interviews on the same day. If one individual is responsible for interviewing, they need not be held on the same day.

The interview should be devised to obtain further information on the applicant's ability to perform the job. At least one person involved in the interview should be familiar with interviewing techniques and procedures and should chair the proceedings. Again, your library can be of use to you for this.

After the interview, there are important details to attend to:

- •Select the person(s) that best suits the needs of your project
- • Inform person(s) by letter of your decision to hire
- •Write other person(s) not hired
  - -Thank them for their interest and time
  - -Inform them that they were not hired

In-Service Training

In-service training is important no matter how large or small your project may be. It serves a specific number of purposes that are important to every project. Among those are:

- To teach the goals and objectives of the program and methods of reaching those goals and objectives
- To become aware of the skills needed to recognize and deal with race and sex discrimination
- To develop an understanding and appreciation of the role of each person on the project
- To provide an ongoing forum for exploring new ideas and techniques
- To build a sense of staff loyalty to the project

The scope of the services offered by the project should reflect the needs of your target population and geographical location. Information on the population and location should be secured in the planning phase of your project and used as a tool for in-service training. Your project's success may depend to a considerable extent on the adequacy of services and the staff employed to deliver the services. Persons should be sensitive to the needs of clients and the area; committed to the goals of the project; willing to reach out and provide services beyond those specified on the job description; and involved with community activities or a part of the community — such persons would reduce suspicion and enhance acceptance.

The initial in-service session should include all information necessary to begin work. After the initial session, an ongoing program of staff training should be initiated.

The Project Director should be informed of and be a part of the outreach activities/services of the project. In-service training will allow staff outreach workers to discuss successful approaches; to identify problems or potential problem areas; to share information on the response from the community. Outreach workers will want to give all staff a realistic portrayal of what's involved in outreach and to solicit additional ways of approaching the task. One effective way might be the use of role playing. The process of in-service training should be an ongoing one to serve the needs of the project.

Setting Up an Office

Setting up an office is an activity that is totally dependent on your financial resources. The fact that your program may have limited funds for an office should not deter you in your search for an appropriate setting in which to conduct your work. Even if your project has sufficient funds for an office there are some common determinants in locating an ideal site for an office.

DETERMINING YOUR NEEDS before you begin the search for office space will save time.

- For how many employees and/or volunteers must you provide an area to work?
- How close do you need to locate to your target population?
- If telephone service is important to your project, do you need a private line or will a party line be sufficient?
- Are the facilities accessible to the handicapped?

LOCATING OFFICE SPACE is a problem that some projects will not be faced with. If you have a sponsoring organization, you will perhaps use an office assigned to you. For those independent organizations that need to search for space to rent as well as those looking for free office space, the task before you need not be devastating. Some common sources are:

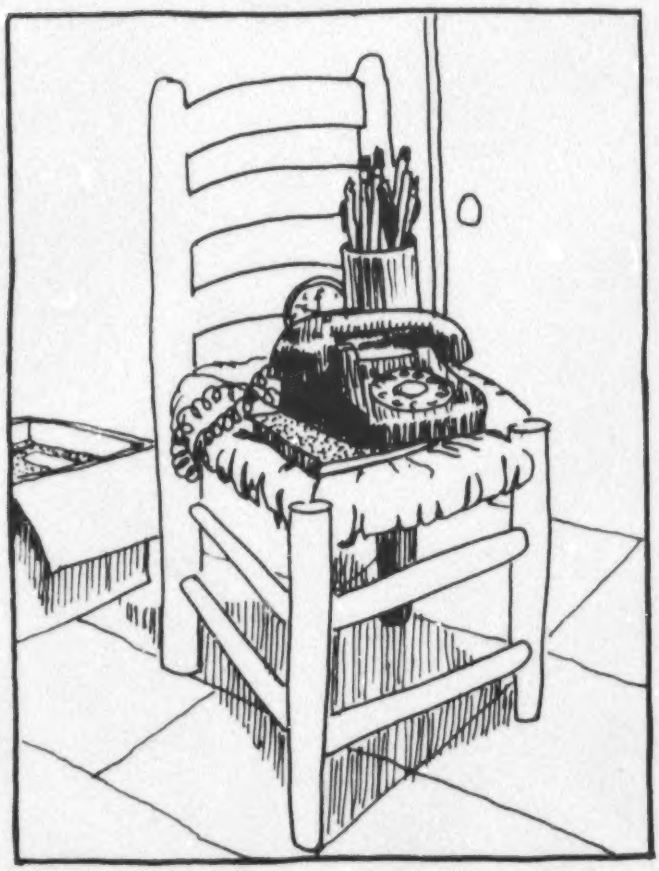
- Churches
- Community Centers
- Vacant buildings [including houses]
- Other service agencies
- County government agencies
- Real estate agents

OFFICE FURNITURE AND EQUIPMENT will vary from project to project, depending on the funds available to purchase or lease these items. When funds are limited, more resources are needed in locating office furniture and a more in-depth look should be taken at what furniture and equipment needs are. Some items that your office will need are:

- Desks
- Chairs
- File Cabinets
- Typewriter
- Office Supplies

All of these items are general categories and a catalogue from an office supply company can detail for you the price range of these items. For some organizations, even the lowest priced items may be too expensive and you may look for used furniture or donated furniture. These sources have proved to be useful to a number of organizations:

- Office supply companies
- Banks
- Civil defense offices
- Probate judge's office
- Salvation Army
- Goodwill Industries



2. INFORMATION GATHERING

Gathering information is an integral part of a program that has as its goal placing women in training situations that will lead to non-traditional careers. Your responsibility and obligation, when you undertake this project, becomes a heavy one. The information and counseling you pass on to others will influence decisions that they will make in preparation for the choice of a life career. Delivering correct information is essential; therefore you must use more than one source. Do not assume that one agency, business, or person has all of the answers to any one question. Go to all available sources. Three basic questions should determine what kinds of information you need to gather:

- What jobs will be in demand now and in the future?
- Where can women train for these jobs?
- How can women obtain their fair share of available jobs?

Determining Career Trends

Determining career trends is a task that a number of agencies work on in the various levels of government. On the national level, the Department of Labor collects and disseminates this information. DOL also has information available for states and regions. The state in which you reside also has information available on labor market trends. The name of that agency will vary from state to state. On the county level, you may find the county commission or governing body to be a source of information on employers and potential employers in the county and the skills they require today and in the future.

Aside from the government agencies that have the primary responsibility of gathering information on labor market trends, other agencies and businesses have selected information on areas and populations on which they impact. Some that may be useful are:

- State Department of Vocational Education
- U.S. Army Corps of Engineers
- State Employment Service
- Regional Labor Union Headquarters
- Women's Bureau of the Department of Labor
- U.S. Bureau of Occupational and Adult Education
- National Advisory Council on Career Opportunities
- Project on the Status and Education of Women
- National, State, and Local Chambers of Commerce
- Newspaper Ads

If there are new or expanded employment opportunities in your target area, your only method of researching the career trends involved may be to seek that information on your own or to motivate some other organization or agency to initiate the research.

AN INDEPENDENT RESEARCH EFFORT of your own may be an informal one that you can embark upon with little or no help. The strong point for using it is that you can begin to gather information right away as opposed to a formal research effort that you would motivate some other organization or agency to undertake which can take much longer. Longer, because it will take you time to convince someone to do it; longer, because once an organization or agency is convinced to do it, it must be scheduled along with other tasks that the organization/agency must perform. In our research of career trends of the industry in our target area we found that the most difficult task is gaining access to the person who has the information you will be seeking. That information will be:

- What are the long-range and short-range skill needs for that particular plant?
- What qualifications must applicants for skilled jobs possess?
- Is there an opportunity for on-the-job training for skilled jobs?
- What are the short-range and long-range employment projections?

The person that will have that information may be the manager or the personnel officer in some cases. In order to gain access to the appropriate business representative, we found the following NOT to be of much help:

- letters of inquiry
- questionnaires
- telephone calls
- appointments

Site visits were by far the most productive in terms of gathering information. These procedures will help you save time and energy in this process:

- •Find out what businesses are located in the same general area. Visit all you can in one trip.
- •Learn about the business before you make contact.
- •Making advance appointments is not helpful as they may be neglected. Pop-in visits take less time and don't give people the opportunity to hide from you.
- •Contacts inside the business are helpful in finding out who has clout, who is the decision maker, and who to talk with.

- •Call the business office and ask the secretary for names of the key personnel.
- •Get a personal introduction.
- •Participate in other agency and business activities. Attend their public functions.

Once you find out who you need to talk to and get to see that person, the following suggestions will help you in gathering the information you need:

- •Mention the names of other business representatives with whom you've talked in the area. Mention how cooperative they were.
- •Give general information about your project and let business representative ask you questions.
- •Let a business representative talk about her/his industry. Listen to what s/he wants to talk about.
- •Have your questions typed out. You may be asked to leave a copy.
- •Do not leave a form to be filled out and mailed back to you. Get all the information you need before you leave.
- •Be friendly and courteous.
- •When all else fails, get indignant.

An important point to remember is that when you make contact with persons while researching career trends, you will want to maintain a relationship with these persons as your ultimate goal is to place women in their businesses as skilled employees. This may be some time off in the future but once you make contact keep it alive. Invite these business representatives to take part in your activities. It is one way of constantly reminding them that women want skilled jobs.

INITIATING RESEARCH BY OTHERS into the new labor market trends affecting your target area can be done in conjunction with other groups and organizations or alone. You will need background information to substantiate that current information is no longer accurate and needs to be updated. This "evidence" can be collected during your informal research into career trends. Having the appropriate government agencies put current information into their records is important in many respects. Vocational/technical schools plan their curriculum to correspond with current employment trends as listed by state agencies. This means that if the state agency responsible for keeping this information is not up to date in its findings, your state vocational schools will continue to offer courses for fields in which employment is not available and on the other hand, training for new fields of employment through the state vocational education system will not be available.

Locating Training Situations and Resources

When locating training situations for skilled jobs for rural minority women there are a number of factors to consider in order to attract the greatest number of persons to participate. Locate situations that:

- are in close physical proximity to the target area
- do not have a cost involved or that pay a stipend
- will lead to obtaining credentials in the field for which training is offered
- offer child care benefits
- offer medical/dental benefits

Obtain information on training situations from the following sources:

- Vocational/Technical Schools
- State Department of Vocational Education
- State Employment Service
- Governor's Office – CETA
- County Welfare Department
- Labor Unions
- Job Corps
- Service Agencies
- Newspaper Ads
- Radio/TV Advertisements
- Community Action Agencies
- Colleges and Universities

For those training situations which do not pay stipends and have a cost, it becomes necessary to identify resources to finance training. You may use the following techniques in identifying resources:

- If training situations are offered at post-secondary institutions, acquire information on available financial aid programs (talk with financial aid counselor and examine catalogs):
  - What are the financial aid programs — federal, state and institutional (scholarships, Basic Educational Opportunity Grant, Supplemental Educational Opportunity Grant, state grants, VA educational benefits)
  - Qualifications for each
  - Deadlines for submission of applications
  - Awarding procedure [first-come first-serve basis]
  - Sample forms
- Learn all you can about the financial aid programs. It may become necessary for you to assist clients in completing applications.
  - You may write for free information: "Five Federal Financial Aid Programs" from BEOG, P.O. Box 84, Washington, D.C. 20044.

  - Application forms may be secured from BEOG, Box 84, Washington, D.C. 20044
  - Parents' Confidential Statements/Student Financial Aid Forms may be obtained from: College Scholarship Service, Box 2700, Princeton, New Jersey 08540.
  - Check in your area for a local VA agency for information.
- Inquire about financial assistance available through local social service and government agencies for clients who wish to pursue training (e.g., Social Security Administration for aid to dependents/disabled persons).
- Familiarize yourself with literature addressing financial aid sources for minorities. A complete source that you can use is: **Directory of Special Programs for Minority Group Members: Career Information Services, Employment Skills Banks, Financial Aid Sources.** It can be obtained from Garrett Park Press, Garrett Park, Maryland 20766.
- Contact local organizations/community groups and inquire about scholarships.
- Contact churches. Many churches do have a scholarship fund.

Protecting Job Rights

Assuring rural minority women that they will be placed in skilled jobs is a task that will include a number of agencies — each of them already involved in different facets of the problem that this specific group will face in seeking employment. Two of the specific problems that one must be aware of are:

- racial discrimination and
- sexual discrimination

Both racial and sexual discrimination violate the equal employment opportunity law. Congress has mandated in Title VIII — Equal Employment Opportunity of the Civil Rights Act of 1964 — that it is unlawful for employers not to hire a person or to fire a person because of her/his sex or race. Other acts of discrimination based on race and/or sex in the work place are unlawful. Copies of the law are available from the Equal Employment Opportunity Commission, 2401 E Street, N.W., Washington, D.C. 20506 in a booklet entitled **Job Discrimination? Laws and Rules You Should Know.**

If your staff is thoroughly familiar with the law, you will be able to assist more individuals with referrals.

AFFIRMATIVE ACTION is a concept that is especially important to rural minority women. It is a legal tool for assisting minority women in entering the job market and advancing within it. In order to be able to use it to your best advantage you will need to familiarize yourself with it. The U.S. Department of Labor can give you the information you need on affirmative action and the regulations, goals, and timetables that apply to the implementation of it in the labor market. You may need the assistance of an attorney in interpreting this information into a meaningful concept for your target area. Once you have an understanding of affirmative action and which businesses it applies to in your target area, you will continue to need legal assistance in helping rural minority women use it and enforce it in many cases. This assistance can be sought through the agencies that are charged with enforcing affirmative action regulations.

LEGAL ASSISTANCE in these areas is available from a number of organizations. Inform yourself of the work that the following agencies perform to the end of assuring minorities and women of equal rights in the job market:

- Equal Employment Opportunity Commission
- Legal Aid
- Legal Services Corporations
- NAACP
- NAACP Legal Defense Fund
- Women's Centers
- U.S. Department of Labor
- Civil Rights Commission
- Local Minority Attorneys

Locate the office that serves your area and find out the procedures for making referrals. Find out what kinds of cases each agency handles and the conditions persons must meet before they can make use of these services.

If an individual is referred to a lawyer and the lawyer sues and wins the cases, s/he can collect the legal fees from the defendant and no cost will be incurred to the client.

Your ability to make quick, timely referrals for legal assistance in cases where racial and sexual discrimination occur will be a major asset to your project. Make sure that everyone on your staff can assist individuals in filing complaints and in filling out a complaint form.

CHARGE OF DISCRIMINATION

EEOC CHARGE NO.

FORM APPROVED OMB NO. 124-R0001

INSTRUCTIONS

If you have a complaint, fill in this form and mail it to the Equal Employment Opportunity Commission's District Office in your area. In most cases, a charge must be filed with the EEOC within a specified time after the discriminatory act took place. IT IS THEREFORE IMPORTANT TO FILE YOUR CHARGE AS SOON AS POSSIBLE. *(Attach extra sheets of paper if necessary.)*

CAUSE OF DISCRIMINATION

- ☐ RACE OR COLOR
- ☐ SEX
- ☐ RELIGIOUS CREED
- ☐ NATIONAL ORIGIN

NAME *(Indicate Mr. or Mrs.)*

DATE OF BIRTH

STREET ADDRESS

COUNTY

SOCIAL SECURITY NO.

CITY, STATE, AND ZIP CODE

TELEPHONE NO. *(Include area code)*

THE FOLLOWING PERSON ALWAYS KNOWS WHERE TO CONTACT ME

NAME *(Indicate Mr. or Mrs.)*

TELEPHONE NO. *(Include area code)*

STREET ADDRESS

CITY, STATE, AND ZIP CODE

LIST THE EMPLOYER, LABOR ORGANIZATION, EMPLOYMENT AGENCY, APPRENTICESHIP COMMITTEE, STATE OR LOCAL GOVERNMENT WHO DISCRIMINATED AGAINST YOU *(If more than one, list all)*

NAME

TELEPHONE NO. *(Include area code)*

STREET ADDRESS

CITY, STATE, AND ZIP CODE

OTHERS WHO DISCRIMINATED AGAINST YOU *(If any)*

CHARGE FILED WITH STATE/LOCAL GOVT. AGENCY

☐ YES ☐ NO

DATE FILED

AGENCY CHARGE FILED WITH *(Name and address)*

APPROXIMATE NO. OF EMPLOYEES MEMBERS OF COMPANY OR UNION THIS CHARGE IS FILED AGAINST

DATE MOST RECENT OR CONTINUING DISCRIMINATION TOOK PLACE *(Day, month, year)*

Explain what unfair thing was done to you and how other persons were treated differently. Understanding that this statement is for the use of the United States Equal Opportunity Employment Commission, I hereby certify

I swear or affirm that I have read the above charge and that it is true to the best of my knowledge, information and belief.

DATE

CHARGING PARTY *(Signature)*

Subscribed and sworn to before this EEOC representative

DATE

SIGNATURE AND TITLE

NOTARY PUBLIC

SUBSCRIBED AND SWORN TO BEFORE ME THIS DATE *(Day, month, year)*

SIGNATURE *(If it is difficult for you to get a Notary Public to sign this, sign your own name and mail to the District Office. The Commission will notarize the charge for you at a later date.)*

3. SERVICES

Recruiting, counseling and placing rural minority women in training situations for future non-traditional employment and in non-traditional jobs, in cases where women already have non-traditional skills, is a project that requires the delivery of services to the target population. An understanding of the goals and aspirations of that target population is essential if you are to succeed. In your efforts, you must be able to "sell" non-traditional jobs to women as a means of meeting their goals; while counseling you must work with the client within her system of values; and as a placement agency, you must keep in mind the needs and wishes of the client.

The services you render to your clients will include whatever it takes to help them obtain training for non-traditional jobs. This will vary from individual to individual. The services identifed below were important for our project and clients. Remember, they do not indicate the *only* services your project can offer.

Recruitment

Recruiting rural minority women to train for non-traditional jobs is a process that includes locating women in need of services, establishing a rapport with them, and convincing them to participate in a training situation.

Recruiting people is a task that can be easy if you know where to find them and can successfully communicate your idea to them. An outreach worker who is successful need not be from the immediate community, although it is helpful if you know the people that you plan to recruit. Some places where we found people and some tips in recruiting them are listed below:

LOCATING PEOPLE AT COMMUNITY HANG-OUTS can prove to be a beneficial aid to your recruitment program. Most rural communities have cafes and/or stores where unemployed youth "hang out" during the day. Additionally, these people are also in touch with others and can help you locate other young women in need of your services. You may also be able to offer assistance to the young men that you will find at the community hangouts. If you use the right approach, you will find the community store and/or cafe to be one of your most valuable sources of locating unemployed rural youth.

Locating community hangouts is a fairly simple task. Weekdays find most rural stores and cafes deserted; however, the hangout will not be. Ornamented, jacked-up cars will be in the parking area during work hours or you may notice a number of people on the grounds. Do not attempt to locate the community hangout during lunch time as people use the facilities of all stores and cafes in rural areas as eating places for lunch.

Rural women may also be found in the laundromat and the local beauty shop. Pamphlet materials could be posted on a bulletin board in the laundromat and left on magazine tables in the beauty shop.

If you are apprehensive, which you shouldn't be if you plan to be involved in outreach, you can leave the engine running when you get out of your car to talk to people outside. You can also leave word with someone nearby as to where you will be and what time you will check in with them. Ask them to check on you if that time passes. Taking someone that you know from the community with you may also help relieve your nervousness. Once you become acquainted with the area and people, these feelings will pass.

Your appearance can help you relate to people. Overdressing will only alienate you from the people with whom you're trying to relate. Dressing shabbily can also turn people off. Dress in a manner that does not draw too much attention. Also try to drive a car that doesn't attract too much attention.

The proprietor or manager of the establishment will be a valuable resource person. S/he knows all the customers and community residents. S/he can help you locate people and will help you if s/he knows and trusts you and thinks that your program is worthwhile.

Approach individuals at the hangout in a friendly but not patronizing manner. You should hold general conversation at first. Our outreach workers find that it's easy to build rapport with strangers by assuring them that they're into whatever the other person is into. Ask questions about the community. What do people do at night? Where do people work? How many people live in the community? What do you do every day? Ask questions that will bring about an awareness of their personal situation. Once this attitude or frame of mind has been reached, you can talk about your program and the services you have to offer. Women are receptive to new ideas when they are thinking about their present situation.

Additional visits to each establishment will need to be made in order to become more familiar with patrons and for them to feel comfortable with you. You may be coming on too strong. The more you visit the community hangout, the more people will become acquainted with you. When people feel comfortable with you, it will be easier to sell your program.

DOOR-TO-DOOR INQUIRIES can also prove to be of benefit to your project. When launching a door-to-door recruitment drive, pinpoint a community to canvass. If you know people in that community, visit their home first. They can give you the names of some of their neighbors and may even be able to let you know which persons may be in need of your services.

Keep these points in mind when canvassing door-to-door:

- identify yourself
- explain your program
- ask to be referred to anyone that may be in need of your services
- ask if you can return to talk at a later date after they check with friends or relatives
- leave your name and phone number and a brochure on your program at each house you visit
- consider each contact as a possible resource for your project

SCHOOLS are good resources for locating people. The counselor and principal are the key people in this situation. The principal who is concerned about the future of her/his students will welcome your participation in various school activities. Near the end of the school year, many potential graduates can avail themselves of your services if they know about them. Follow these suggestions for recruiting in high schools:

- contact the principal
- explain your project
- ask for permission to come to the school and talk with a specific group of students (15 seniors with no immediate plans after graduation)
- set an appointment date
- come early
- go to the principal's office first

CONTACTS WITH OTHER ORGANIZATIONS that work with additional people can be beneficial in locating persons that are able to utilize your services. Develop a relationship with people that work for other service organizations and when you are recruiting women for a specific training program, seek referrals from these contacts.

The community store or cafe, laundromat, and beauty shop proved to be the most fruitful in locating people. Word-of-mouth was also instrumental in the success of our project and resulted in a large number of walk-ins. For this reason every person on your staff should be able to give information about available training programs.

Promotional activities can also be used as a technique for recruiting clients for your project; however, these activities will prove less reliable.

SECURING CLIENT INFORMATION on those persons who are interested in the services of your project will help you later. You may develop a questionnaire/application. The information collected will be used to identify the needs and interests of the client. The applications may be completed for clients as you make personal contacts and appearances in the community, or perhaps via phone. The information identified and acquired on the applications should be detailed enough to 1) prevent you from constantly contacting the client for clarification and 2) allow you to make the best selection of clients when training and job openings occur.

The kinds of information you should acquire from clients are:

- Specific Area of Interest
  - employment
  - training
  - education
- Family Information
  - dependents
  - age/age range

-income range
-willingness to relocate
-availability of transportation
-child care arrangements

•Educational Information
-acquisition of high school diploma/GED certificate
-skills
-post-secondary training
-availability for training

•Employment Information
-description of previous/present employment (if applicable)
-availability for employment
-previous difficulties faced on the job
-prior successes/failures in securing a job

•General Information
-how they heard about the program
-general health condition

Questions should be constructed and asked in a way that will not become too personal/threatening to clients.

It may be advantageous for persons who call in expressing an interest in your services to have someone take information such as name, address, and area of interest and to acquire additional information through a personal contact.

Counseling

If you have a counselor on staff or available to the project, you may have this person familiarize and sensitize workers to counseling approaches and techniques and the extent of services that should be provided by them. The counselor can serve as a resource to the entire staff. If a counselor is not available, try to find an agency or university where counselors are available. Use them to train paraprofessionals.

Career counseling and supportive counseling services are important in a project of this nature and extreme care should be given to their proper delivery.

SUPPORTIVE COUNSELING should be designed to motivate, eliminate fears, to build self confidence of the client and to assist clients to develop and refine the skills needed when seeking a job. The services may focus on:

•Resume Writing
•Completing job application forms
•Completing financial aid forms
•Interviewing techniques

These services may be provided on a one-to-one basis, or for a large audience through a workshop using role-playing techniques, personal guest speakers as resources, and audio-visual aids.

Susan Cass, Vista volunteer, 1978

WHEN SETTING UP A WORKSHOP:

- determine your participants (will it be for clients — 50 — or the general community — 200?)
- select/secure a meeting place at no cost, if possible — schools, community centers
- inform participants of workshop date, time and location — via letter, telephone, personal contact
- make available an agenda prior to workshop
- determine need for transportation of participants
- avoid lengthy workshops, begin on time
- secure material and review, if applicable, before workshop
- conduct and present to clients relevant, simple activities
- inform your guest speaker, if applicable, on the focus of the workshop and the participants involved
- ask the speaker to keep to the point and avoid professional jargon
- identify speakers who are willing to participate at no cost and who have something meaningful to contribute (the local State Employment Service may provide you with a staff resource person)
- use audio-visual aids available at no cost/minimum cost. Check with the local school or public library. The Employment Service may identify relevant films and free literature.

FOLLOW UP ON THE WORKSHOP

- with a thank-you letter for using facilities
- with thank-you letters to participants/guest speaker
- to the guest speaker with an evaluation (informal) from clients via telephone, personal contact
- by returning all materials/equipment secured

If your project extends over a wide geographic area, consider duplicating your workshops in various geographic locales.

- Packaging and distributing to clients information brochures via newsletter, mailings
- Providing individualized assistance as you make personal contacts/home visits

It may become necessary for you to provide the support counseling needed to motivate/encourage clients to continue by simply being a buddy/friend to the client who is discouraged over recent disappointments, e.g., not being employed.

When providing support counseling it becomes necessary for you to establish rapport with clients and to build a trusting relationship. Periodic contact with clients strengthens the relationship, even if you have not located a job or training program.

- include person on newsletter mailing list
- make home visits if you are in the area
- use a telephone call or letter to inform person of your progress in locating positions

CAREER COUNSELING is designed to increase the knowledge of various career options and to assist clients to realistically assess life options. Providing realistic information to your clients is essential. You may use the information you collected in DETERMINING CAREER TRENDS to inform the clients of employment opportunities in the future for a specific locale.

You may use the **Occupational Outlook Handbook/Occupational Outlook Quarterly** to determine general employment trends. Your State Employment Office may have information. You may write to the Department of Labor to request free information.

This information may be presented as part of a newsletter for distribution or can be used when advising individual clients.

In the process of encouraging women to seek non-traditional training and employment, the following will assist you to inform women of the nature of work and to encourage women to become interested in non-traditional training and employment programs.

The use of slide presentations of women in non-traditional jobs. Slide presentations may be obtained free if you do not want them to become a permanent part of your project. Check with your State Employment Service, college libraries, public libraries, and college Career Education Centers.

The use of live role models. Role models allow women to get firsthand information from women employed in non-traditional jobs, the nature of work,

experiences encountered, ways to overcome obstacles, and some of the strategies they have developed to secure ongoing support for entering non-traditional careers.

Identify role models, if available in your geographical area:

- contact public school systems
- make personal inquiries to friends
- contact colleges/vocational schools for both staff and student role models
- identify persons placed by your project
- contact your State Employment Office for referrals
- inquire at military offices
- inquire at union offices

You should maintain a listing of available women with addresses and positions. When selecting the role models for participation in your project activities, select women who are, as much as possible, within your geographical area, who are employed in a position which matches the goals of your project (e.g., it would be ineffective to use an astronaut when your project is to place women in training situations leading to a skill), and who are of the same race as clients. This will make identification with the role model much easier.

By maintaining a list of women, you will be able to select and screen the most appropriate role models for your purpose.

For maximum effects slide presentations and live role models may be used simultaneously in a workshop setting.

Providing tours of vocational technical schools. A tour of the facilities and non-traditional classes at a vocational/technical school is a good tool for introducing women to the performance of skills for which training is available in their locales. During a tour, a woman can see skills being performed firsthand and can determine for herself that the degree of difficulty for acquiring these skills probably compares favorably to skills which she already possesses. Tours have been helpful in eliminating the mystery surrounding what is required for skilled trades. Especially beneficial is touring non-traditional classes with women already enrolled.

Organizing a tour is a simple task when you take the following steps:

- Identify vocational/technical schools in general proximity of target population.
- Pay a visit to each vocational school counselor. Arrange appointments in advance.
  - Explain your program and needs
  - Ask what special services the school offers women interested in non-traditional courses
  - Find out what courses are offered
  - Find out how many women are enrolled in non-traditional courses and what the courses are
  - Find out what financial resources are available to students
  - Secure printed information on the school
  - Determine if the counselor is committed to educational equity for women
- Locate persons interested in taking a tour.
- Find out what their needs are.
- Determine which school can best fill their needs. Some areas to check are:
  - eligibility requirements
  - costs
  - transportation (does the school pick up and deliver?)
  - how far away the school is
  - financial assistance available
  - whether courses can lead to employment in the local area
- Select the school(s) to be toured.
- Call the counselor(s) or director(s) and arrange for permission to tour the facilities
- Arrange a date and convenient time.
- Ask for catalogues and any other printed material available for each participant
- Arrange for transportation—one or two carloads is enough for a tour.
- Call each tour participant.
  - give each the date of the tour
  - tell each what time you will pick her up at her home
- Prepare information and materials for dissemination to participants on courses, opening dates, eligibility requirements, and financial assistance.
- Contact each participant the day before the tour as a reminder.
- Contact the counselor the day before the tour as a reminder.
- The day of the tour, take materials, pick up participants, and proceed to the tour site.
- The day after the tour, write a thank you note to the counselor.

Job Placements

Completing a job placement is a rewarding experience for persons working with your project. The tasks involved in that process include recruiting individuals with specific skills, locating jobs, and matching the individuals with those jobs. During this process, keep in mind your responsibility to help protect the job rights of your clients.

IDENTIFYING OPENINGS is the initial step involved in the placement of women in non-traditional jobs. A listing of available jobs or prospective job openings may be obtained

- by searching newspaper ads
- by personal inquiries at county agencies, government agencies, and community organizations
- by inquiring at State Employment Offices
- by using bulletin boards
- through personal contacts with industries

Requesting industries to make available job openings to the project by mail DOES NOT WORK.

Your main purpose at this point is to solicit job listings from employers. When making personal contacts and inquiries

- inform employers of your project by making a visit
- let them know that you have a bank of names of persons seeking employment
- ask for cooperation
- sound serious and convincing
- identify a procedure that will be used to inform you of openings and for the project to refer clients (via phone, letter)
- if necessary, follow up on employer contacts to see if any jobs have become available
- put them on your project's mailing list to enhance the relationship

Usually you will find that bulletin boards carry information on job openings. Bulletin boards are displayed at county office buildings, school boards, post offices, and industries. You should visit periodically as job information may change frequently.

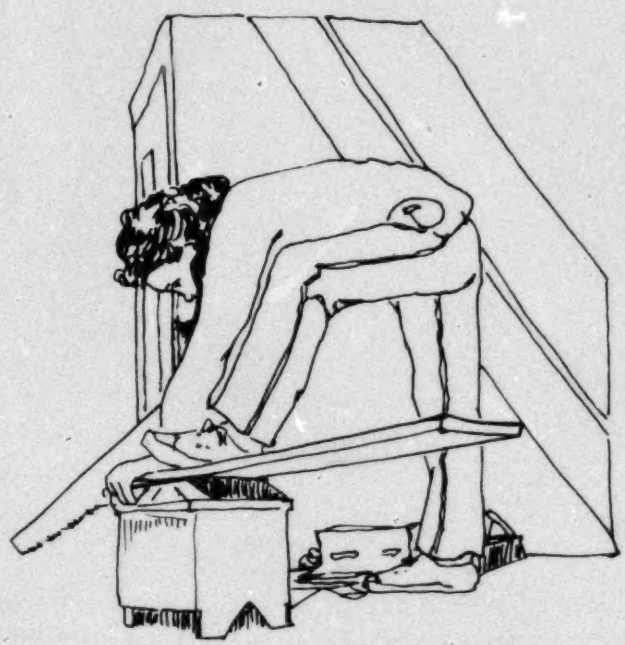
Job openings in the target area served by the project will be more meaningful and convenient for your clients.

The State Employment Services has offices in metropolitan areas all over the state. In some rural areas, representatives of the State Employment Service visit the county seat once a week; in other areas, no such service is offered. You should let the State Employment Service Office in your area know about your program and you should utilize their services.

- Pay a visit to the Employment Service Office. Learn about all of their services.
- Notice how they operate so you can familiarize your clients with their procedures.
- Talk with the director and familiarize him/her with your program. Ask for cooperation.
- Get the director to recommend one person on staff for whom clients can ask when they visit the office.
- If there is an employment counselor at the State Employment Service Office, find out what services s/he offers.
- Visit the Employment Service regularly to find out what jobs are available in your area.

When your program is operational, you will locate persons that you will want to refer to the State Employment Service. Give your clients as much information as you can about the Employment Service procedures. Secure and relay qualifications and information for each job:

- skills/experience required
- age preference
- wage scale
- education
- nature of work – indoors/outdoors
- length of time the job will be vacant



Through personal observation, you can determine information on sex and race qualifications. You may stop in casually or contact an interested party to give you information on employers' sex and race preference as related to hiring. This will give you insight into the likelihood of incidents of discrimination and may also be a stimulant to your clients to seek employment at a specific job site.

IDENTIFYING PEOPLE WITH QUALIFICATIONS to match the jobs you have located can be accomplished by first reviewing the questionnaires you have on clients. Recontacting applicants at this point, to re-clarify any information or to become aware of any changes, would be appropriate.

If qualifying applicants are not available in your project file, initiate additional recruiting in the community.

- make inquiries to other key people in the community
- make inquiries with other organizations
- make home visits
- make inquiries at community hangouts

You can inform potential applicants that an immediate opening is available. Explain the qualifications and the nature of the work. Inform them of all other details surrounding the job (e.g., transporation needs). If persons are interested, inform them of your project's operational procedures – you will complete the paperwork and make the referral. If clients are nervous or reluctant about going to employers provide assistance by

- making arrangements, if permitted, to accompany the client to the site and give an introduction to the employer
- assisting the client in making arrangements for transportation – with a friend or employee at the company
- informing or re-informing the client of interviewing techniques and completing job application forms
- Briefing the client on testing procedures used by the employer

Follow up (via phone or personal visit) with employers and clients. You should be interested in obtaining information on:

- Whether the person was hired
- How the interview process went
- How the client likes the job (appropriate for subsequent follow-up)

If the client was not hired you need to know why and the client's file should be placed back in the project's active files. In any instance when clients are not employed, considering their needs, some kind of support counseling is needed. A word of encouragement is in order.

Training-Program Placements

Training-program placements can be made following the same basic procedures used in job placements. Training programs which are not in close proximity to the target area may indicate additional arrangements to secure the client's involvement.

Consider if the training program

- requires relocating
- has available child care facilities
- has living accommodations for family
- requires travel beyond the training site itself

IDENTIFYING TRAINING PROGRAMS should be an ongoing activity of your project. The more desirable situations you can locate, the more successful placements you will be able to achieve. Consider the financial situation of your clients when searching out training situations and work toward finding programs that pay stipends for greater results with placements. Acquire from these sources training program information:

- newspaper ads
- State Employment Service
- radio announcements
- county welfare departments
- service organizations
- vocational schools
- unions
- job corps
- government agencies – CETA
- colleges/universities

Learn program qualifications and benefits

- age
- income level
- employment status
- educational requirements
- residence requirements
- credentials earned
- location of training program
- nature of training
- length of training
- income while training
- level of training/skill acquisition
- medical benefits
- child care facilities
- beginning date of training

IDENTIFYING CLIENTS FOR TRAINING should be accomplished by securing information about anticipated training programs in your area well before the entrance date. This will allow you to recruit beforehand and secure a bank of names that will be readily available for referrals. You will be able to pull your questionnaires on file and alleviate the process of repeating recruiting efforts. Review the qualifications of the training program to determine if clients meet them, select persons who do, and contact each.

qualifications and contact each.

- Follow up on persons to determine if their interest in the training program still exists.
- Inform clients of the benefits offered by the training program and other requirements (e.g., relocating)
- Refer clients to the program using the procedure identified by the training program representative.
- If there is an opportunity for the client and training program representative to meet and discuss any aspect of the training, make the arrangements.

Make periodic follow-ups on clients after the placement has been completed.

- verify their enrollment
- acquire mailing address
- secure comments from clients on the nature of the training program
- acquire feedback from training representative on clients' progress
- place training representative that provided information on project's mailing list
- get feedback from clients on problem areas preventing enrollment

Referrals

Providing additional services to the community may become desirable when you consider that other persons in your target area who may not be your clients will need immediate referrals. Referrals to child care facilities, employment services, medical facilities, and educational facilities become important services to the general target area as well as to your clients.

When defining the services you wish to refer, the obvious step becomes identifying the agency which will provide the services. You may want to secure a listing of all such agencies. Solicit from the agency the services provided, the cost, if applicable, business hours, name of a contact person, and operational procedures — by appointment, walk-in, or application. Set up a plan for referral if necessary. The procedure may be simple, utilizing a phone call or even a letter, or no referral plan may be necessary if walk-ins are desired.

To inform a person of an available service which you are aware of in the area that will assist with educational, employment, or medical needs of an individual constitutes a referral.

CHILD CARE arrangement facilities can be identified in the following manner:

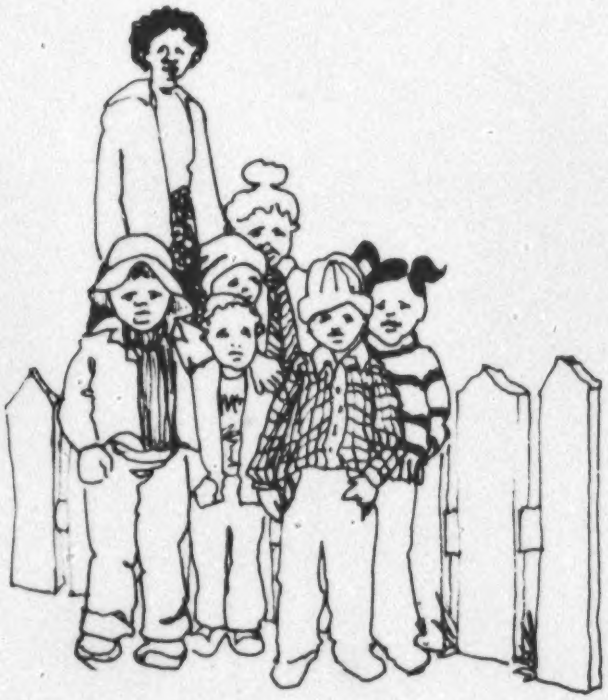
- Checking the want ads in local newspapers
- Contacting sponsoring organizations
  - Boards of Education
  - County Welfare Agencies
  - Churches
  - Industries and Training Programs
  - Community Action Programs
- Contacting relatives of individuals, who may be good sources of child care
- Making person-to-person inquiries to locate child care facilities at homes with persons who do not advertise their services

Secure information on the requirements

- Preferred age of child
- Hours the services are available
- Whether the services can be provided in the parents' home
- The fee
- Location of facilities

Try to locate facilities that are in close proximity to the home. If an individual will provide the service, try to locate someone who lives near the mother's home. The lack of transportation will not allow many mothers to make adequate arrangements if long distances are involved. It may become necessary for you to make the preliminary child care arrangements for the mother. You can help in other ways if you can:

- provide transportation
- introduce mother to child care facilitator
- assist in completing the necessary application forms and other paperwork
- always follow up on child care arrangements with parents



MEDICAL REFERRALS can be made for a variety of individuals that you come in contact with. Gather information in advance so it will be on hand before emergencies arise.

- Identify medical facilities that provide services at no cost or a minimum cost. Such facilities may also have vehicles for transporting clients.
- When identifying services to clients, consider facilities in close proximity to where clients live.
- Get information on services from:
  - Public Health Departments
  - Community Health Centers
  - Ambulatory Facilities

EMPLOYMENT SERVICE referral should be made for persons seeking a job who want an immediate referral. You may refer them to the State Employment Services or the Federal Employment Services.

- Get information from each on the kind of services available and the name of a person you can contact for additional information in the future.
- Follow up on individual referral to the services.

EDUCATIONAL REFERRALS can be a major service of your project but it will be seasonal in most cases due to enrollment procedures.

- Having available catalogs on colleges, universities, vocational/technical schools in the area will assist you in making referrals.
- Contacting Boards of Education will give information on ABE programs.
- Colleges and universities in the area will give information on GED testing programs.
  - dates to be administered
  - score needed to pass
  - cost of the test
  - age limitations
  - other requirements
- Identify special educational projects offered by community-based organizations (e.g., Reading Academy or paraprofessional training).
- Refer persons to educational programs based on client's needs (e.g., a person may need referring to an ABE program as opposed to a GED testing center).
- Make it a point to find out about agencies or special programs working with the handicapped.

LEGAL REFERRALS should be made as soon as problems are identified. These steps will assist you in making timely legal referrals:

- Identify all legal services and government agencies available to protect the rights of individuals.
- Identify legal services in the area serving low income people. Legal services are available from government agencies if you have specific problems such as discrimination.
- Secure information on discrimination from the Equal Employment Opportunity Commission. Make personal contact with the organization, get brochures on the commission and perhaps invite a person from the organization to make a presentation at a workshop.
- To identify additional legal services for low-income people, contact local minority organizations (e.g., NAACP); minority lawyers may be able to assist you in identifying and locating legal aid services.
- You should be familiar with acts of discrimination and know when to initiate referrals in those cases.
- Because your clients have many needs, explore all opportunities for assistance when protecting clients becomes necessary.
- Be sure to follow up on all legal referrals made.
- Do not limit your referral services to walk-ins in need of immediate assistance.

Search your questionnaires to determine possible cases of discrimination. Securing information from clients on your questionnaires regarding prior successes in seeking employment may give you an indication as to which cases should be looked into further for possible referrals to the appropriate agencies.

4. PROMOTIONAL AND FUNDRAISING ACTIVITIES

Promotional activities are used for three purposes: to publicize your services, to disseminate information, and to recruit clients that are in need of your services. These activities can involve the use of the media for mass publicity or you can go directly to the public in a manner that will allow for greater communication and give you more time to speak on the subject. Going directly to the target population will also allow you to answer questions and develop a dialogue with the people that you are most interested in reaching. Television, radio, and newspaper accounts allow you to deliver your message to a larger audience.

Mass Media Involvement

Mass media involvement in rural areas is simple to initiate. Many small television and radio stations do not have long waiting lists and will welcome your participation in their programming. Your news articles may make front-page news in your weekly newspaper.

TELEVISION TALK SHOW APPEARANCES are easy to arrange and conduct. Follow these procedures:

- Contact the station director
- Tell her/him about your project
- Ask to appear on the talk show of your choice
- If the station director agrees, you will be given a date for taping of at least three days in advance of the airing
- Write up a summary of your project and send it to the talk show host/ess or station director
- Include a list of pertinent questions [*the interviewer will not ask you these questions*]
- If this is your first television appearance, *do not agree to a live presentation*. Insist on a taping.
- Practice before you go to the studio
- Make sure all participants from your project are thoroughly conversant on all of the subjects
- If you have a choice, pick an interviewer that will give your project the best exposure
- Relax and give your project the exposure you desire

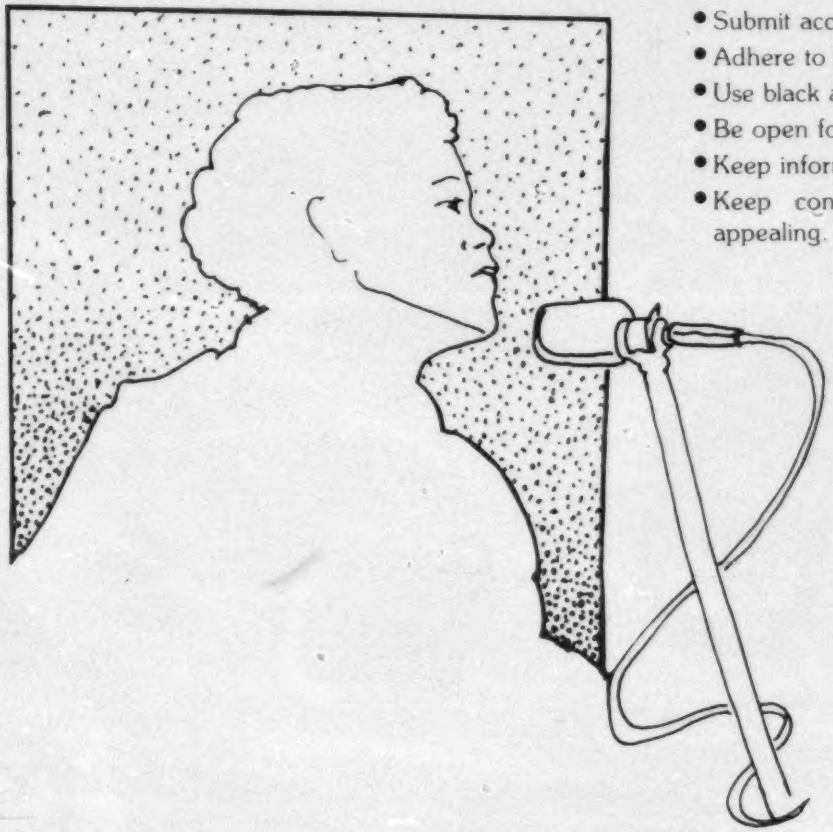
RADIO TALK SHOWS are similar to arrange and may be less formal. In some cases you may not be interviewed at all but may be allowed a period of time to talk on the subject you select and to answer questions from callers. Audience feedback is possible only through a live appearance. Otherwise you could tape your radio appearance. Our experience is that the radio talk show is much less formal and causes virtually no nervousness; therefore we would recommend the live show in this case. To arrange the show:

- Decide on which show you wish to appear
- Call the host/ess and explain your project
- Ask to appear on the talk show
- Send the host/ess a summary of your project
- Also send a list of pertinent questions
- Practice using a tape recorder before going to the studio
- You may use a script or note cards
- If you relax and enjoy yourself, you will give a better delivery

NEWSPAPER ACCOUNTS of your project should find no difficulty in being published in your local paper. Follow these guidelines and any others that your paper gives you:

- Find out the copy deadline from the newspaper office
- Find out if there is a space limit
- If you do not have a typewriter, write legibly
- Do not use initials for names of organizations without explaining them
- Use black and white glossy pictures
- Contact newspaper photographer for free pictures of your activities
- Adhere to format regulations
- Keep information current
- Keep content informative, interesting, and appealing
- Do not let newspaper accounts become trite

CONTRIBUTING TO NEWSLETTERS of organizations that already have large mailings is a good way to incorporate your ideas and goals with others who have a commitment to rural minority groups. This will also afford you the use of a newsletter until you have found the financial and human resources to publish your own newsletter if that is your long-range goal. We found these steps to be successful for us in this mutually beneficial endeavor.



- Locate an organization that has a newsletter and whose goals are in harmony with those of your own organization.
- Propose to contribute articles to that newsletter in a manner that will be mutually beneficial to both organizations.
- Develop a schedule of articles to be written over the period of a year.
- Collect information for articles.
- Write articles.
- Submit according to deadline.
- Adhere to format regulations.
- Use black and white glossy photographs.
- Be open for editorial change.
- Keep information current.
- Keep content informative, interesting, and appealing.

Community Involvement

Involvement in community affairs is one item that is imperative for the success of your project. It is the best method for having people find out about your project because it calls for personal contact.

CHURCH APPEARANCES during services can be arranged in the following manner:

- Contact Chairman of Trustee Board or Chairman of Deacon Board
- Explain your project and ask to speak to the congregation during services
- Limit your remarks to five minutes or less

In order to speak at other church-related functions:

- Contact president or chairperson or auxiliary in charge of the function
- Explain your project and ask to speak during the function
- Adhere to specified time limits

PARTICIPATION AT COMMUNITY MEETINGS can be arranged in the following manner:

- Contact presiding officer
- Ask for a place on the agenda to speak about your project

SPEAKING AT HIGH SCHOOL ASSEMBLY PROGRAMS allows you to go directly to a major portion of your potential target population. It gives you an opportunity to influence young women still in high school that are considering their future vocations.

- Visit or call the school principal or counselor.
- Explain your program and what you wish to gain by appearing.

- Find out what age group will make up your audience.
- Prepare your presentation accordingly.
- Keep your presentation lively, using visual aids if possible.
- Practice before you go on.

PARTICIPATION IN HIGH SCHOOL CAREER DAY ACTIVITIES will also give you access to a large number of young women students. Additionally, it will give you the opportunity for one-to-one communication. Use the following procedures to secure a table at high school Career Day activities and to carry out your participation:

- Request information on Career Day from area schools early in the school year .
- Find out what grades participate
- Prepare materials to take
- Take a sufficient amount of material for your table
- Take handouts
- Use posters
- Find out how long it will last
- Be early to set up your information
- Use eye-catching materials
- Be able to relate on the level of a high school student

Promotional Aids

Promotional aids can be developed by your project staff to enhance interest in non-traditional employment and the need to prepare for future employment in non-traditional areas. Some projects that we were successful in developing were a handbook of educational and training opportunities for women in our target area and a slide presentation on economic trends in our area and their significance for future employment to minority women.

A HANDBOOK OF EDUCATIONAL AND TRAINING OPPORTUNITIES serving the target area is a recruitment aid that can be of benefit to young women that are in the process of career planning and are selecting a training site and want basic facts on the educational institutions and training programs near their home towns. We suggest this procedure for the development of your handbook:

- Identify all training programs, junior colleges, trade schools, technical schools, colleges, and universities in and near your target area using these sources and others:
  - -state department of education
  - -telephone directories
  - -personal knowledge
  - -State Employment Service
  - -social service agencies
  - -CETA Prime Sponsors
- Select content area of book
- Write to each school and request information on
  - -programs
  - -length of courses
  - -degrees
  - -costs
  - -financial assistance
  - -applicant qualifications

NAME OF SCHOOL	COURSES OFFERED	LENGTH OF COURSE	TUITION & FEES	FINANCIAL ASSISTANCE AVAILABLE
Bessemer State Technical College Post Office Box 308 Bessemer, AL 35020	Trade Programs		Tuition is $240.00 per year, payable in installments of $60.00 per quarter for day classes. $40.00 per quarter for students attending two nights each week and $75.00 per quarter for students enrolled four nights per week.	1. Basic Educational Opportunity Grant 2. College Work-Study 3. Supplemental Educational Opportunity Grant 4. Short-Term Loan 5. Alabama State Assistance Program 6. Veteran Benefits
	1. Automotive Mechanics	2 Years		
	2. Building Maintenance	1 "		
	3. Commercial Art	2 "		
	4. Diesel Mechanics	2 "		
	5. Electronics—Consumer & Audio-Visual	2 "		
	6. Fashion Design	2 "		
	7. Food Service	18 Months		
	8. Major Appliance Repair	18 "		
	9. Office Machine Repair	18 "		
	10. Offset Printing	2 Years		
	11. Sheet Metal	18 Months		
	12. Small Engine Mechanics	1 Year		
	13. Upholstery	2 "		
	14. Welding	16 Months		

This information can usually be obtained from the college catalogue.

- Write to training programs and request information on
  - entrance dates
  - length of training
  - courses offered
  - credentials earned
  - costs
  - stipends/financial aid
  - applicant qualifications
  - location of training site
- Record information available from each school on pre-ruled pages
- Call counselors to obtain supplemental information
- Have book printed or mimeographed according to financial resources
- Distribute books through
  - high school counselors
  - mailing lists
  - community organizations
  - individual contacts

A SOUND/SLIDE PRESENTATION on industrial development and non-traditional employment possibilities in your area and the ramifications of such employment (higher wages, job security, regulated working conditions, etc.) can be an effective aid in convincing young women to pursue training for skilled jobs and can increase their knowledge of the job market in their localities.

To make your sound/slide presentation as effective as possible, use the professional services of an audio-visual production company. In many rural areas these services are not available in one package but the various components of a sound/slide presentation can be completed with the assistance of resource people available within your community. Consider the possibility of using:

- High school English teacher for assistance with your script
- Radio disc jockey for narration
- Photographer for live shots for slides
- Radio station for recording

Take the following steps to ensure the orderly production of your sound/slide presentation:

- develop story outline
- write draft script
- write final script
- list description of scenes that will depict each frame of the sound/slide presentation
- take live shots for slides to match list of descriptions
- take shots of art work
- tape narrative
- include audio beeps in tape for synchronizing sound and slides

Fundraising

Raising money is a time-consuming task that can be tackled in two basic ways. For large amounts of money private foundations, charity organizations, and government agencies can be tapped. Some of these sources also give small grants. Small amounts of money may also be acquired through community based fundraising efforts.

The need for funds to finance your project will vary according to the resources that you need to procure for the orderly functioning and administration of your operation. Once you have developed an operational plan, you will be able to estimate the expenditures needed to carry out your proposed activities. This document will be your budget. Some projects will need to purchase labor, supplies and other resources, while some will use volunteers and donations. Include these items in your budget and determine how you will finance them:

- salaries
- fringe benefits
- travel
- supplies
- consultants
- office space
- furniture
- utilities
- duplication
- printing
- postage

SOLICITING GRANTS is a process that calls for a number of skills including research, writing, public relations, and sales. If a team effort is used to produce proposals and get them funded, more proposals can be written and the likelihood of having one funded is increased. A proposal is a document that you submit to a prospective funding agency that details what you propose to do, how you propose to accomplish it, and how much money you feel it will cost. Most agencies

have guidelines for proposals and cutoff dates for their receipt. Some agencies will give you technical assistance with your proposal while others consider the ability to produce a proposal as prior proof that your organization can complete the objectives. Always ask if technical assistance is available.

Government agencies have a number of qualifications that you must meet in order to receive funds. The most important is that you be a non-profit, tax exempt organization. A lawyer can help you obtain a 501 (c) 3 status with the Treasury Department that ascertains that your organization is eligible for government funds. If this is not possible or not desired, you may associate yourself with an organization that already has tax exempt status. Once your tax status is approved (this may take about six months), the task becomes one of locating an agency or government program that funds projects with goals similar to yours. Some ways of locating potential state and federal funding sources are

- Read the **Federal Register**
- Write to elected officials for information
- Write to government agencies for information

When you know what agencies are funding projects with goals similar to yours, you must then write and submit a proposal. Each agency has varying guidelines that you will receive when you request information.

Private foundations and charity organizations are a source of funding that should not be overlooked. They vary from local organizations and agencies to national corporations. In your search for funds include these organizations:

- The United Way
- Churches
- Lodges
- Fraternal Organizations
- Businesses in your locality

Ask organizations similar to yours where they obtain their funding.

The procedure for soliciting funds from these organizations includes writing a letter explaining your program and your needs. You may then be asked to make a personal appearance before the committee or board of directors that makes decisions on financial matters. Before seeking funds from a foundation or charitable organization, acquaint yourself with its goals and objectives. If it is a membership organization, becoming a member may give you the edge. You should also learn as much as you can about the persons on the donating board. A guide to foundations may be obtained from your public library services.

COMMUNITY-BASED FUNDING means raising funds from the resources within your community. For projects that are in need of funds and cannot raise them in any other manner, this may be the only means available.

SALES are one means by which organizations can raise money. In order to have a successful sale, you should decide what you will sell. These are some items that people have had success with:

- Candy
- Cakes
- Peanuts
- Lamps
- Candles
- Fruitcakes
- Toothbrushes
- Fruit
- Dinners

Before deciding what to sell, answer the following questions:

- Will the item be acceptable to your market?
- Is it the right season?
- What is the profit margin of the item?
- Can you sell the item at a price that most people can afford from their pocket money — $.50-$3.00-$5.00?

Hold your sale on a date when you can make the greatest sales. Other circumstances will also influence when to hold the sales.

- When is payday?
- When is the sale site available?
- Is the item to be sold perishable?

In selecting the sale site consider these factors:

- Flow of people
- Cleanliness
- Weather conditions

Some suggested sale sites include:

- Banks
- Street Corner
- Residential Areas (door-to-door sales)
- Churches
- Shopping Plaza
- Homes
- Parks
- Schools
- Recreation Centers

Salespersons should possess the following qualities:

- Integrity
- Dependability
- Cleanliness
- Aggressiveness
- Cooperativeness

When carrying out the sale:

- Cover food well
- Use strong paper plates for dinners
- Keep cold food cold and hot food hot
- Start on time
- Keep orders correct
- Have enough of each item on hand
- Have adequate serving equipment available
- Have sufficient labor to carry out the job

Raffles are another way to raise funds. To optimize your profits, consider what items you can have donated to you.

Some suggestions are:

- Cakes
- Hams
- Bedspreads
- Gift certificates
- Appliances
- Liquor
- Groceries
- Turkeys
- Beer
- Money

Other items that are good for raffling are:

- Records
- Portable Radios
- Digital Clocks

Some tips for a successful raffle include:

- Don't accept checks
- Don't give credit
- Don't save tickets for people if you can sell them elsewhere
- Give tickets to reliable people to sell
- Have salespersons turn in money twice weekly
- Keep good records of who has how many tickets and the ticket numbers
- Make sure salespersons are responsible for all tickets issued them
- Determine if salespersons will be held responsible for unsold tickets
- Get free advertisement for the raffle
- Make certain that all stubs from purchased tickets are in the drawing
- Hold the drawing in a public place and always distribute prizes

Timing is very important in a raffle. Allow enough time from the planning phase to the date of the raffles to ensure that you will have ample time for ticket sales. Keep in mind these items:

- Allow the printer two weeks to complete the tickets
- Allow salespersons two weeks to one month for ticket sales

Include all pertinent information on your raffle tickets:

- Name, address, and phone number of purchaser
- What is being raffled
- Who is holding the raffle
- Where and when the drawing will be held
- What the proceeds will be used for
- Ticket number

Programs that are popular and draw large crowds usually feature gospel singers. They can be held at a ariety of places:

- Churches—one must rely on donations as many churches do not allow admission to be charged for activities
- Public Auditoriums — tickets may be sold for admission

In selecting groups to perform consider:

- Is the group well known?
- How much does the group charge?
- Would a number of lesser-known groups suit your needs better than one well-known group?
- Will the group do a benefit performance in the day time if you sponsor a paying event for the same night?

If you hold your program in an auditorium, begin selling tickets three or four weeks in advance of the event.

While selecting the site consider these points:

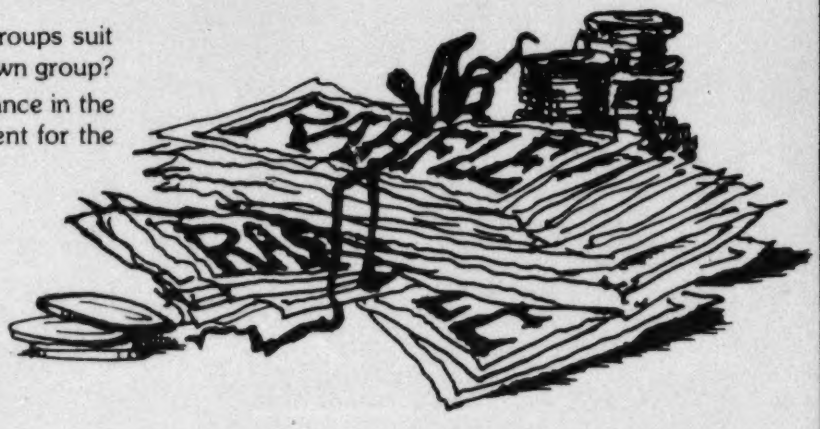
- Does the facility offer ample seating?
- Can all of the audience see the stage?
- Are restroom facilities sufficient?
- Is the building air-conditioned or are fans available in summer months?
- Can the facility be properly heated in winter months?

Select a popular emcee and advertise for greater publicity. Use:

- Radio
- Newspaper
- Television
  - -Public Service Announcements
  - -Talk Shows

If you hold the program in a church you may increase participation by inviting other churches:

- Send letters of invitation to area churches six weeks before the program
- Ask for donation in letter of invitation [the amount to be dictated by the customs of your community]
- Send follow-up letter the week before the program



Dances are another option for fundraising and can be held on a regular basis in communties where there is not adequate entertainment for the youth. When planning a dance, first consider which age group you wish to draw. Other considerations can be based on that decision. One in particular is the source of music.

- Juke box
- Disc Jockey
- Live Band – contract to start on time, perform for a specified time period, keep breaks to a reasonable period

The cost of admission will be determined by the source of music and the cost (if any) of the site. In making a site selection consider the following:

- Will someone donate space for the activity?
- Is the site in an area that is considered safe for young people?
- Is the electrical wiring adequate for musical equipment?
- Can concessions be sold?

If you decide to sell concessions consider:

- What do you want to sell?
- Do you have funds to buy food in advance?
- Do you have adequate labor?
- Is there an area to cook in?
- Do you have sufficient ice?
- Can you get items donated?
  - Make out a list of what you need
  - Visit area soft-drink bottlers and chain grocery stores
  - Explain your program to the manager and ask for what you need
  - Members of your organization can donate items for sale

To increase ticket sales, sell tickets in advance and advertise using:

- Posters
- Radio
- Television [PSA's]
- Also use gimmicks and door prizes
- First five people free — women free — drawing every hour

5. EVALUATION

The evaluation component should be an integral part of any project. Frequent assessment of how the staff is meeting its goals and objectives is needed in order to attain success. Having determined your goals and objectives early in the development phase of your operation, you should keep them before you and refer to them on a regular basis. When you assess your project, look for successes, failures, strong points and weak points. Determine if the failures or weaknesses are inherent in the objectives of the project or if they are on the part of the staff.

As well as evaluating programmatic activities, you should also scrutinize finances at regular intervals to insure that spending remains within the allowable limits of your budget.

Programmatic Evaluation

An evaluation of your project can be carried out on a number of levels. The staff can evaluate their own performance against their stated goals; the project director can evaluate the project in relation to fulfilling the overall objectives and individual performance; or an outside evaluator can judge the total project and personnel performance. In order to carry out an effective evaluation, records must be kept. Record keeping gives an account of the services you have provided to the public and is an indicator of processes that work well for your project and ones that do not.

Before developing a record keeping system you need to identify the kinds of records you wish to keep and the filing procedure you will use (e.g., will you make a separate file on each client or will you file all client information together?)

Some suggestions on the kinds of records needed to be maintained include:

- client questionnaires/applications
- descriptions of services provided
  - referrals
  - follow-up
  - placements
  - counseling

  (Record the date, place, and person providing the service.)
- records of contacts made to:
  - promote your project
  - secure information on training programs
  - secure information on job openings
  - gather other information

  (Record all outcomes including both successes and failures.)

Holding evaluations of the project's task assignments and effectiveness in meeting the objectives on a scheduled basis will prove to be an asset. You will be able to ascertain if some of your objectives are unattainable in their present form. Methods of attacking certain problems may need to be changed or even personnel assignments will possibly need altering. Assessing your project regularly will allow you to make these decisions before grey areas turn into serious irreversible problems.

Financial Evaluation

An evaluation of your financial situation should be held on a regular basis. Spending money raised from grants must be done with care to adhere to all the regulations and restraints placed on those funds. An accountant or experienced bookkeeper should be hired to keep accurate records as evidence that funds are spent for the purpose for which they were appropriated. If you receive a large grant, funds will be included for financial record keeping and reporting.

If you raise funds from your community, or receive a small grant that does not allow for the salary of a bookkeeper or accountant, you must still take measures to keep accurate records of your expenditures for purposes of audits and to demonstrate to potential funding sources that your organization can handle money in a responsible and honest manner. Seek the assistance of a professional in setting up your accounts and books in the proper manner.

In addition, you will need to know if the financial resources of your project are being used to best carry out your objectives. This effort can be assisted by means of a document called a financial statement. It is usually produced on a monthly basis, being a record of expenses incurred to the project that month, accumulated expenses incurred to date, and the amount of funds left available to the project. This record lists each item in which expenses were incurred or in which it was possible to incur them.

In order to produce this document, again it is important to keep records of money spent. Keeping records of your funds and daily expenditures is a job for an expert if you have a large amount of money. Even if you have a small amount of money, seek periodic assistance. This point cannot be over stressed. Deciding how to best spend the money available for your project, however, is the task of the project director and can be successfully completed if the financial situation of the project can be properly documented and evaluated.

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U.S. Department of Labor
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Washington, D.C. 20210

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Equal Opportunity Employment Commission
2401 E St., NW
Washington, D.C. 20506

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Garrett Park Press
Garrett Park, Maryland 20766

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Box 36
Public Relations Department
The Prudential Insurance Company of America
Newark, New Jersey 07101

FINDING FACTS ABOUT THE TWO-YEAR COLLEGE

The Prudential Insurance Company of America
Box 36
Newark, New Jersey 07101

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National Advisory Council on Women's Educational Programs
Suite 821 1832 M Street, NW
Washington, D.C. 20036

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Office of Research and Development
Manpower Administration
U.S. Department of Labor
Washington, D.C. 20213

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U.S. Department of Health, Education, and Welfare
Office of Education
Washington, D.C. 20214

BASIC EDUCATIONAL OPPORTUNITY GRANT PROGRAM

BEOG
P.O. Box 84
Washington, D.C. 20044

FINANCIAL AID FORM

College Scholarship Service
Box 2700
Princeton, New Jersey 08540

NEED A LIFT? TO EDUCATIONAL OPPORTUNITIES • CAREERS • LOANS • SCHOLARSHIPS •EMPLOYMENT

The American Legion
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P.O. Box 1055
Indianapolis, Indiana 46206

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1818 R Street, NW
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1855 Folsom Street
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